

Teacher(s)	Allen	Subject discipline	group and	5th Grade Science	
Unit title	Adaptation	MYP year	0	Unit duration (hrs)	7

### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Transformation, Consequences	Fairness and Development
<b>Statement of inquiry</b>		
Animals go through physical and behavioral changes in order to survive in a particular environment.		
<b>Inquiry questions</b>		
<b>Factual—</b> If a scientist has the skull of an animal, what information can the scientist learn about the animal? <b>Conceptual—</b> If a fish fossil was found in the desert, what might that suggest about the way the Earth once was? <b>Debatable—</b> How humans positively or negatively affected animal adaptations?		
Objectives	Summative assessment	
<b>Criterion D- Reflecting on the impacts of science</b>  i. Summarize the ways in which science is applied and used to address a specific problem or issue  ii. Describe and summarize the various implications of using science and its application in solving a specific problem or issue  iii. Apply scientific language effectively	Outline of summative assessment task(s) including assessment criteria: <b>Goal:</b> <ul style="list-style-type: none"> <li>The obstacle to overcome is that the world's environment has begun to change, and a creature is needing to adapt in order to survive.</li> </ul> <b>Role:</b> <ul style="list-style-type: none"> <li>You are a scientist working to create a creature that will survive in the new environment.</li> </ul> <b>Audience:</b> <ul style="list-style-type: none"> <li>You need to convince your superiors that this creature would be able to</li> </ul>	Relationship between summative assessment task(s) and statement of inquiry:   Students will have to create a creature that has adapted to a variety of changes its new environment.

iv. Document the work of others and sources of information used	<p>survive based on the adaptations that you have created.</p> <p><b>Situation:</b></p> <ul style="list-style-type: none"> <li>The challenge involves dealing with predators, environmental changes, and finding food.</li> </ul> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>You will create a creature that will survive all of the elemental changes thrown at your creature.</li> </ul> <p><b>Standards and Criteria:</b></p> <ul style="list-style-type: none"> <li>A successful result will be if your creature's adaptations are able to withstand all of the challenges that it faces.</li> </ul>	
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#### Approaches to learning (ATL)

Thinking: Practice observing carefully in order to recognize problems

Self Management: Consider ethical, cultural and environmental implication

Communication: Give and receive meaningful feedback

#### Action: Teaching and learning through inquiry

Content	Learning process
SPI 0507.5.1 Identify physical and behavioral adaptations that enable animals such as, amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	<p><b>Learning experiences and teaching strategies</b></p> <p>See attached outline</p>
SPI 0507.5.2	<p><b>Formative assessment</b></p> <p>group discussions, interactive notebook, journaling, observations, reflective writing, oral quizzes, crazy traits, vocabulary, foldables, tests, study guide</p>

Explain how fossils provide information about the past.	<b>Differentiation</b> Peer tutoring, pre-labeling, modified grading, guided vs. inquiry, Enrichment possibility
<b>Resources</b>	
Science textbook, youtube, brainpop, Teacher created flipchart, teacher created tests, teacher created diagrams, teachertube, Crazy Traits, teacher created activities	

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
Give pre-test over standards to find prior knowledge, 75% of the students were proficient or advanced before we started.	During teaching, I used a variety of methods for teaching to make sure I reached each student with their specific learning type.  Interactive notebooks, foldables, discussion, journals, teacher created materials, other hands on activities	Using the post-test, I was able to see that now 95% of my students are proficient or advanced in this standard.